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This position paper on the college supervisor of student teaching is divided into three sections. Section one (on the selection of college supervisors) contains an enumeration of the responsibilities of the college supervisor from which general criteria can be derived for selection, assumptions on which the criteria for selection are based, the professional and personal qualifications which a supervisor should possess (the actual criteria for selection), and recommendations for establishing a basis for selection. Section two details recommendations for teaching conditions which should be followed for competent supervisors to function effectively. Section three completes the body of the document, capsuling guidelines which help the supervisor to establish the dimensions of his role and structure a desirable setting for student teaching and supervision. (SM)

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an AST position paper

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THE COLLEGE SUPERVISOR

Standards for Selection and Function

Prepared under the Auspices of the Commission on Standards for Supervising Teachers and College Supervisors

SP002583

THE ASSOCIATION FOR STUDENT TEACHING

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THE COLLEGE SUPERVISOR

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A Statement of Policy

The Association for Student Teaching, through its Executive Committee, has authorized publication of a series of statements on current issues and problems in the direct experience component of teacher education programs. Each position paper in this series is the result of study and consideration by a responsible group or agency of the Association. It presents a thoughtfully structured viewpoint based on available research and recognized scholarship.

RICHARD E. COLLIER
Executive Secretary

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Introduction

In the last several years, many attempts have been made to clarify the function of the various members of the student teaching team. The identification of the role of the college supervisor of student teaching has been particularly inadequate. He obviously represented the college in the student teaching program. Beyond that, however, the guidelines were not clear. No well-developed, widely accepted rationale existed for giving direction to his work and coordinating it with that of other student teaching workers. In the everyday process of guiding student teachers, it was often quite evident that those involved held conflicting views of the appropriate function for themselves and for each other.[1] These conflicts made student teaching programs less effective.

A significant effort to identify and to analyze the professional role of the college supervisor was undertaken in the Forty-Third Yearbook of the Association for Student Teaching, *The College Supervisor, Conflict and Challenge.*[2] This publication provided the foundation for developing and refining a comprehensive rationale for the position of the college supervisor in the teacher education program.

A position statement regarding the selection and function of the college supervisor draws from the Forty-Third Yearbook as well as from two studies conducted by sub-committees of the Commission on Standards for Supervising Teachers and College Supervisors. One sub-committee examined professional literature for descriptions of the responsibilities of the college supervisor and the qualifications necessary for meeting those responsibilities. The other sub-committee surveyed current practices of representative teacher education institutions with respect to the selection and responsibilities of college supervisors.

This position statement is a companion to the recently published *The Supervising Teacher: Standards for Selection and Function.*[3] In the introduction to that statement, the members of the Commission "indicated the need for members of the teaching profession to identify and to support cooperative action which will result in raising the quality of the student teaching experience." To assist in that endeavor, this Position Paper on the role of the College Supervisor has been developed.

[1] Kaplan, Leonard; Schreiber, Charles; and Young, James H. "The Role of College Supervisors of Student Teaching: Expectations of Student Teachers, Supervising Teachers, and Public School Administrators." Buffalo, New York: State University College, February 1966. (Unpublished)

[2] Association for Student Teaching. *The College Supervisor: Conflict and Challenge.* Forty-Third Yearbook. Washington, D.C.: the Association, 1964.

[3] Association for Student Teaching. *The Supervising Teacher: Standards for Selection and Function.* A Position Paper. Washington, D.C.: the Association, 1966.

A POSITION PAPER

SECTION I

Selection of College Supervisors

The scope and type of activities engaged in by college supervisors vary considerably due to different organizational and administrative factors found in both the colleges and cooperating schools. Certain role characteristics, however, distinguish college supervisors from all other college personnel: (1) They work with professional staff members to provide appropriate teacher education experiences for student teachers. (2) They visit schools to guide student teachers. (3) As resource persons, they help to improve instruction for children and youth in these schools.

Some are college supervisors full time; others carry additional teaching and/or administrative responsibilities; some are college supervisors only occasionally; some are college supervisors for relatively brief periods, such as supervising teachers or school supervisors on leave from their positions. For achieving a quality program, such variation in role expectations must be determined by a well-developed rationale rather than by budgetary considerations and availability of personnel.

Because college supervisors hold a unique position, their selection assumes a special importance. Working in the schools gives them special opportunities to perform a professional liaison function between the college and the schools so that teacher education programs in the colleges and instructional programs within the schools may be enhanced and made compatible.

Responsibilities of College Supervisors

While their responsibilities vary from institution to institution, college supervisors generally hold or share responsibilities in certain ways:

1. Assisting the director of student teaching in the assignment of student teachers and recommending reassignment when necessary.
2. Orienting student teachers to the school environment in which they will do their student teaching.
3. Establishing and maintaining good relationships between colleges and cooperating schools.
4. Acquainting cooperating school personnel with the philosophy, objectives, organization, and content of the teacher education program.
5. Learning the philosophy, objectives, organization, and content of the cooperating school program.
6. Helping supervising teachers and other members of the supervisory team to understand and hence improve their performance in their supervisory role in the teacher education program.

7. Working with college and cooperating school personnel in planning an appropriate program of experiences for student teachers.
8. Observing and conferring with student teachers in order to help them improve their instructional practices through clinical experiences in which the teaching-learning situation and related planning and evaluation activities are examined.
9. Consulting with supervising teachers and other professionals in order to analyze the performance of student teachers and plan experiences that will lead to their greater understanding and, therefore, to the improvement of their teaching.
10. Counseling with student teachers concerning problems of adjustment to their teaching role.
11. Conducting seminars or teaching courses designated to supplement and complement student teaching experiences.
12. Consulting with cooperating school personnel on curricular, instructional, and organizational matters when requested.
13. Analyzing and refining their own professional skills.
14. Cooperating with other college and school personnel in evaluating and refining the teacher education program.

CRITERIA FOR SELECTING COLLEGE SUPERVISORS

With a role description and responsibilities in mind, general criteria can be developed for the selection of college supervisors. If utilized in conjunction with other criteria appropriate to specific local circumstances, these general criteria can serve as effective guides in selecting qualified college supervisors of student teaching.

Assumptions

The following assumptions provide a foundation for the establishment of general criteria:

1. Serving as a college supervisor requires special qualities and competencies.
2. The unique qualities and level of competence for serving as a college supervisor are identifiable.
3. Necessary qualities and level of competence may be acquired through education and experience.
4. The college supervisor must be selected, since all college teachers do not possess the qualities and level of competence necessary for serving in this capacity.
5. An adequate student teaching experience is more likely to result when certain general criteria are employed in the selection of college supervisors.

Criteria for Selection

A college supervisor should have the personal and professional characteristics required of competent college teachers. In addition, a quali-

fied college supervisor should possess the following qualifications:

1. Presents evidence of having had at least three years of successful teaching experience at the level he is to supervise.
2. Has completed or is currently enrolled in an advanced graduate program related to the supervision of student teaching; a completed doctors degree is recommended.
3. Knows the roles of others in the teacher education program.
4. Understands the programs, personnel, and problems of cooperating schools, especially at the level where he supervises.
5. Is a student of teaching and learning and is able to separate these concepts from the mass of folklore, cliches, and intuition that often pass for knowledge about teaching. Is able to analyze, examine, and conceptualize the teaching act in light of an appropriate theory of learning.
6. Is able to utilize recent developments and trends in order to demonstrate good teaching at the classroom level where he is working.
7. Accepts willingly the opportunity to serve in the capacity of college supervisor.
8. Knows the structure and inquiry procedures of the subject matter at the level he supervises.
9. Displays leadership skills in working with people.
10. Demonstrates ability to work effectively with persons of all levels of professional sophistication and status on a one-to-one basis as well as in groups.
11. Possesses a thorough understanding of student teaching and wide knowledge of many student teaching programs and practices.
12. Innovates and puts ideas to the test.

Recommendations

These recommendations, if implemented, can establish a sound basis for selecting qualified college supervisors who are prepared to handle effectively the complexities of their task with confidence, efficiency, and skill:

1. College supervisors should be the products of carefully designed preparation programs. These preparation programs should be regular university graduate school offerings. In addition to the usual programs of graduate work, prospective college supervisors need programs that help them extend their knowledge of the teaching process; the theory and practice of supervision; the complexities of working with college-age people; and the purpose, structure, and operation of student teaching experiences within the broader context of total teacher education programs. Also needed are internship opportunities for the college supervisor under the direction of competent university supervisory personnel. If care is taken to relate these programs to other graduate offerings,

prospective college supervisors can develop plans of study qualifying them for both teaching and supervisory positions in colleges.

2. College supervisors should be selected from those who successfully complete these special preparation programs **and** possess the other qualifications listed in the preceding section. Admission to these programs would constitute the first point of selection; completion of the program, the second; and an invitation to join a college staff, the third. The criteria for selection listed above may serve as standards for determining admission to programs for prospective college supervisors as well as guidelines for selecting qualified individuals for supervisory positions.

SECTION II

Setting for the College Supervisor

The significant contribution to student teaching made by college supervisors is evident from the responsibilities noted in SECTION I of this Position Paper. It is imperative that care be taken in their selection. Yet conscientious selection is not enough. The setting wherein college supervisors must work affects the quality of their performance. The setting is structured, to a large extent, by the conditions that prevail.

Recommendations

The following conditions are necessary for competent college supervisors to function effectively:

1. **The academic community must be committed to participation in the teacher education program.** Preparation for teaching should be valued as highly as any other professional program on campus. Every unit of the institution which contributes to teacher education should participate as an active partner in all aspects of program development, organization, budgeting, and administration. A quality teacher education program results when the program has the committed support of the total institution.
2. **Student teaching must be an integral part of the teacher education program.** No hierarchy of components should exist within the teacher education curriculum. Neither student teaching nor any other part of the teacher education program has much relevance when isolated from other components. Student teaching should be defined and implemented according to a well-developed rationale compatible with and supported by the resources and objectives of the institution.
3. **Student teaching must be a partnership program.** The school, the college, and the state must work cooperatively in order for student teaching to be of maximum value to prospective teachers and to the

schools. Neither the college nor the school alone can attain this goal. The state, through a program of standards and funds, can support and improve the overall program. There are many large areas in which policy must be made but over which neither the college nor the school has sole jurisdiction. The state can assist the colleges in establishing qualifications for college supervisors as well as for supervising teachers and in the selection of the schools where the climate and the quality of educational programs are known to be the kind most conducive to a high quality student teaching program. When such standards for operation are established, the state can assist both the schools and colleges in securing financial support for the entire program.

4. **The roles of personnel involved in student teaching must remain flexible, although clearly identified.** Role clarification rarely emerges from policy statements. **Working with others** who bear responsibility in the student teaching enterprise tends to be the most meaningful way of defining the roles of all participants. The immediate face-to-face relationships in this process provide an avenue for adjustments and changes in roles as needed.
5. **Colleges should assign as college supervisors members of the faculty who are on regular appointment.** The role of the college supervisor demands the contributions of a faculty member who has made a full-time commitment to the implementation of the purposes of his institution. The practice of employing graduate students as college supervisors should be discouraged unless they are supervised interns in a graduate program. Selection of graduate students as college supervisors generally does not achieve the results desired in their relationships with school personnel, or the tenure within a position needed to develop the highest quality student teaching program.
6. **Institutional philosophy and policies guiding the promotion, work load, and rank of qualified college supervisors should be consistent with those for other faculty.** Institutions which differentiate between supervisory and non-supervisory personnel on such matters do not recognize the vital contribution of the college supervisor. Such policies significantly affect the selection and the morale of individuals in this position. College supervisors of student teaching should equal their colleagues in preparation, knowledge, skill, and scholarly qualities. Standards and procedures for their employment, remuneration, rank, promotion, and work load should be equated with those of their colleagues.
7. **The role of the college supervisor in the field should be integrated with his academic role on campus.** Although much of the supervisor's work will be off-campus, maintaining a role in academic activities on campus provides opportunities for continued professional growth and a means for communication with colleagues.

8. **The work of college supervisors must be effectively coordinated by a designated person with vision and an understanding of teacher education.** In order that a supervisory program may succeed, this person must have an opportunity to exert strong leadership in challenging and coordinating the efforts of **all** members of the supervisory team and specifically the college supervisors, whether generalists or specialists.

9. **The role of the college supervisor should be so defined that he is an agent for interpreting to others the responsibility which the total profession of education has for improving the education of teachers.** The college supervisor should work in a setting which will allow him to participate as a member of a team to increase the commitment of schools to teacher education and to involve school personnel more extensively in program planning and implementation.[4/5] The college supervisor is the member of the team who is in the unique position to give leadership in these directions. To function as an agent for such changes, the college supervisor must work more directly with the supervising teacher in planning for and evaluating the growth of the student teacher and somewhat less with the direct guidance of the student teacher, himself. The college supervisor should make it known that he is available to help supervising teachers as they seek to provide worthwhile experiences for student teachers. While the college supervisor must be concerned with the professional growth of individual student teachers, he can usually be of greatest service by accepting as his first responsibility the improvement of the supervision provided them by the supervising teachers and other school personnel.

10. **State boards of education should support student teaching programs financially to the extent that recommendations related to the selection and function of the college supervisor may be realized.** By its very nature, the clinical experience of any professional preparation program is expensive. Most teacher education institutions cannot secure funds to implement the spirit of the recommendations contained in this position statement unless financial resources, typically not available, can be secured. As an extension of its function in education and teacher education, the state should provide funds for implementing the desirable role of the college supervisor with the assistance of federal funds when such funds become available.

[4]Ruman, Edward L., and Curtis, Dwight K. "The Supervising Teacher in Future Teacher Education Programs." *The Supervising Teacher.* Thirty-Eighth Yearbook. Washington, D.C.: The Association for Student Teaching, 1959. Chapter 8, pp. 97-114.

[5]Smith, E. Brooks, and others. *Partnership in Teacher Education.* Washington, D.C.: The American Association of Colleges for Teacher Education and the Association for Student Teaching, departments of The National Education Association, 1968.

SECTION III

Guidelines for College Supervisors

The following guidelines help to establish the dimensions of the extremely demanding and complex role required of competent college supervisors. They give direction for structuring a desirable setting for student teaching and for providing high quality supervision.

1. **College supervisors should be thoroughly familiar with the schools in which they work.** They should be well-acquainted with the policies, procedures, curriculum, students, and staff. This means they will have to spend considerable time visiting and working in the schools. Reading about school policy and talking with school personnel by telephone do not give an adequate understanding; actual involvement is necessary.
2. **College supervisors should work with other college and school personnel to develop and maintain viable cooperative structures for student teaching programs.** These structures should operate in the area between that which is properly the province of the college on the one hand and that which is the domain of the school on the other. In some cases, representatives of professional organizations and state departments of education will also be included. These cooperative structures insure that student teaching programs are not unilateral affairs; they provide an avenue for involving appropriate institutions and agencies in determining policy, maintaining effective settings, and contributing their resources. Roles are more distinctly defined as cooperative structures evolve. However, enough flexibility must remain to withstand and encourage changes of personnel, policies, and practices. College supervisors, as continuing student teaching personnel, should assume leadership roles in promoting joint ventures. They should also be willing and able to work effectively within the structures that emerge. Finally, they must assume responsibility for helping to make these structures responsive to changing circumstances.
3. **College supervisors should seek to bring about full utilization of the total resources of schools and colleges in the student teaching program.** The entire staff of each institution should be as actively involved as possible. Supervision of student teachers is not a responsibility for only a few people; it requires the support and participation of many qualified persons, each of whom has a unique role to perform. Within teacher education programs employing general college supervisors usually assigned to the professional education faculty, the college supervisors should work actively with the subject matter faculties to develop a team approach to the supervision of student teachers in a given teaching area. Full utilization of resources goes beyond the staff; it includes facilities, materials, programs, research, and funds.

4. **College supervisors should devote much attention to working with supervising teachers, principals, department heads, and other teachers to plan, carry out, and evaluate experiences for improving the professional competence of student teachers.** A cooperative team relationship facilitates this approach to student teaching supervision. College supervisors must observe and confer with student teachers, but this should not be restricted to a one-to-one relationship. Rather, the relationship should move toward a partnership approach that fosters professional growth on the part of all participants, not just the student teacher. The primary task of college supervisors is to develop, as members of supervisory teams, the best possible program of experiences for each student teacher for whom the teams are responsible. The supervisory practices, decided upon by teams, are means to this end. Available evidence indicates that supervision by teams will be improved through experience in working together. This is another important responsibility of college supervisors.
5. **College supervisors should systematically report the evaluations of their student teachers' experiences to other appropriate college faculty members in order to indicate desirable changes which need to be made in the teacher education curriculum, organization, policy, and staff.** This important dimension of their role frequently has gone unrecognized or has been ignored deliberately. College supervisors cannot and should not make basic decisions concerning teacher education programs, but they have much to contribute to the process and the quality of the decisions.
6. **College supervisors perform functions beyond those ordinarily performed by college directors of student teaching.** The former work directly with student teachers and with school and college colleagues in guiding student teachers. Directors of student teaching carry administrative responsibilities for the student teaching program. They coordinate the work of college supervisors and other members of the supervisory team. Just as college supervisors have a leadership responsibility within the supervisory team, directors of student teaching have a leadership responsibility within the total student teaching program. It is quite possible for one person to serve both as director of student teaching and college supervisor. He must remember, however, which responsibility he has accepted at any particular moment.
7. **College supervisors should emphasize the study of teaching throughout their work.** This means that they must demonstrate through their behavior that they are students of the teaching-learning process. If a college supervisor leads student teachers to believe that they may be successful by developing a group of methods from which selections may be made to cover each and every teaching situation, he encourages the loss of their confidence and cooperation. On the other

hand, college supervisors who are students of the teaching-learning process help student teachers to analyze their own teaching, identify alternative ways of proceeding, and form a firm basis for continued professional growth when they become certified teachers. The concept that there is no one best method of teaching should be encouraged so that each student teacher will be guided to select the method and individual teaching style which is most appropriate for him in a particular situation.

8. **College supervisors should regard student teaching as an occasion for continuing their own professional growth.** Their role affords them a continuous opportunity to extend their professional awareness, insights, knowledge, and skills. Making the most of this opportunity requires that college supervisors keep themselves informed of recent developments in student teaching in particular, and teacher education in general; that they test new information and ideas; that they analyze and evaluate their own supervisory practices; and that they actively search for ways of improving what they do and how they do it. All of these opportunities imply that college supervisors must be adaptable, knowledgeable, observant, and receptive to more effective approaches to education.
9. **College supervisors should accept responsibility for scholarly investigation and theory building in the realm of student teaching.** These activities are primary elements for insuring continued refinement of student teaching programs. As members of college faculties working in clinical situations, college supervisors are in a unique position to affect the future development of student teaching and related facets of teacher education programs. Unless college supervisors meet this responsibility, student teaching remains little more than a matter of passing on the successful practices of present day practitioners. Merely maintaining the **status quo** results in a static, minimally acceptable program of student teaching.
10. **College supervisors should seek to bring about cooperative development of instructional and curricular experimentation and educational research in the schools where they work.** In this indispensable role they, with other school and college personnel, should construct needed realistic models for classroom change that are based on theoretical postulates utilizing recent developments. The result is a laboratory for infusing relevant knowledge generated by theorists and researchers into the stream of school practice and, in turn, for testing and refining that knowledge. Within this laboratory situation, they are afforded a unique opportunity to take the lead in building and testing strategies of change. Their activities help bring together schools and colleges in a relationship that fosters maximum attainment of the prime responsibilities of each. In this role they perform the service function that is one of their basic responsibilities.

SUMMARY AND CONCLUSIONS

The role of the college supervisor is vital in the development of a high quality student teaching program. The philosophy and policies which guide his selection and function ultimately determine the level of excellence of the teachers prepared and recommended by a teacher education institution and its cooperating schools.

College supervisors should be selected for their depth of understanding of teacher education and for their ability to demonstrate educational leadership in the school classroom.

To realize fully their potential contribution, college supervisors must work in a setting which enhances their opportunity to work as practicing scholars with their school colleagues. Schools should assume increased responsibility for the preparation of teachers, particularly in the student teaching experience. Within this context, college supervisors should become members of a cooperating supervisory team, sharing responsibilities for program development and for the quality of the teacher education experience. The college supervisor can markedly affect the operation of the team through the leadership he provides.

The centrality of his role demands that the college supervisor be carefully selected. His understanding of teacher education, his ability to provide leadership in guiding the growth of student teachers, and the quality of his preparation for the supervisory role are crucial factors in determining his potential as a college supervisor.

The college supervisor should provide consultant leadership and guidance to teacher education students to develop effective individual teaching styles. He should assist the students in becoming familiar with the total responsibilities of teachers. He should also provide prospective teachers with learning opportunities in the "analysis and evaluation of teaching performance, for the development of professional skill through conceptualizing teaching, and for building a rationale for a professional role."[6]

Lesser goals will contribute little to the enhancement of present trends in the development of teacher education programs which are sufficiently dynamic and reasonably adaptable to changing policies and to expanding knowledge about teaching and learning as applied to teacher preparation. Rationale and criteria which guide the evaluation of teacher education programs and identify the role of the college supervisor should stimulate program development and improvement.

[6] National Commission on Teacher Education and Professional Standards. *Who's in Charge Here? Fixing Responsibilities for Student Teaching.* A Discussion Paper. Washington, D. C.: the Commission, National Education Association, 1966.